



# CENTRAL

## HOME OF THE MINUTEMEN

### Central High School Assessment and Grading Policy

#### Introduction

Central High School is an International Baccalaureate school that provides all students with opportunities for success. Our curricular programs include: elective, standard, and advanced level courses including International Baccalaureate (DP and MYP), College in the Schools (CIS), Advanced Placement (AP), French and German Immersion, AVID, Career Pathways, Building Tech Academy, Quest, and PSEO. Through partnership of students, teachers, parents/guardians, staff, community members, and alumni, the Central community seeks to meet the educational needs of all students while fostering an environment of respect, responsibility and relationships.

This policy was created using the following shared beliefs about assessment and grades:

#### Saint Paul Public Schools Shared Beliefs

- Grades should reflect what students know and can do. Grades should reflect learning, not behavior.
- Grades should support a growth mindset, and students should be given multiple opportunities to show learning.
- Grades should be based on understandable rubrics/proficiency scales that simplify calculations and give details about student performance.

## **Assessment Practices**

Assessment is a form of communication that reflects how well students are meeting the content standards for each course.

All courses at Central utilize state standards or other programmatic standards or criteria to evaluate student knowledge and skills in the content area. Additional programmatic standards and criteria pertain to the following programs: IB, AP, CIS, Quest, and AVID.

Teachers use various forms of evaluation to ensure students are learning. As a best practice in building quality assessment, teachers collaborate to develop common goals, rubrics, and forms of assessment. Teachers will use these rubrics to communicate student progress towards proficiency. IB Approaches to Learning (ATLs) and AVID strategies are used to teach students how to be successful.

### **Types of Assessment**

Course grades are determined by scores on formative and summative assessments.

- **Formative (20% of a course grade):** Formative assessments inform and monitor learning progress. They include, but are not limited to: exit tickets, in-class conferences, graphic organizers, daily assignments, class discussions, and small quizzes.
- **Summative (80% of a course grade):** Summative assessments evaluate student mastery of learning. They include, but are not limited to: projects, exams, essays, presentations, and externally moderated assessments.

Additionally, students will participate in a variety of assessments that do not determine course grades. These include national assessments (ACT and PSAT), statewide assessments (MCA testing), and internally and externally moderated course assessments (Advanced Placement (AP) and International Baccalaureate (IB) tests and World Language exams).

### **Assessment Retakes or Corrections**

Learning is a process, and students will be encouraged to show growth in their learning. Teachers will give students the option for corrections or retakes on summative assessments where they have not demonstrated proficiency. Teachers will provide students at least one week to complete these corrections or retakes. Students must work with teachers to schedule a time for this. Corrections or retakes will not be allowed on quarter finals or assessments during the last week of the quarter. Out of class performances may not be eligible for retakes or corrections.

As an alternative to retakes or corrections, teachers may offer students multiple summative assessments on the same learning standard with the highest score canceling out lower scores in a grading period to provide multiple opportunities to show learning.

## **Deadlines and Late Work**

Central is a place that prepares students for the future. In holding to that value, students and staff are expected to work towards stated deadlines for each course and be in communication about extenuating needs and circumstances. Students are expected to be prepared for class and attend classes regularly. If students have unexcused absences, teachers are not required to provide missed work or assessments.

In the case of an excused absence, students should communicate with teachers, in advance where possible, to determine deadlines for any missed work. Teachers will accept late formative work until the end of the unit unless interrupted by a quarter deadline. Further extensions will be determined by the teacher as required by an IEP, 504 or administrative approval.

## **Recording and Reporting Assessment**

### **All School Grading System and Expectations:**

In order to record and report student grades effectively, we use the following aligned practices:

- Teachers use Schoology to record student grades for formative and summative work. Throughout each quarter, grades are transferred to Infinite Campus. Parents/guardians and students can access student grades on Schoology daily. Mid-quarter and quarter grades are also e-mailed or sent home.
- All courses\* use the following grading scale and are aligned with the district approved GPA calculations:

Percentage	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	N
GPA Equivalent	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	.7	0

\*CIS grades will be according to CIS required specifications. See course syllabi.

- Honors courses will be figured for GPA by multiplying the points from 1.25.
- The Board of Education approved district wide graduation criteria for honors categories. Students graduating with a cumulative grade point average of 3.75 and above and who have completed at least two years of a world language study (or demonstration of oral and written proficiency at an equivalent level in a language other than English) will be awarded “High Honors” at graduation. Students graduating with a cumulative grade point average of 3.3 to 3.74 and who have completed at least two years of world language study (or demonstration of oral and written proficiencies at an equivalent level in a language other than English) will earn “Honors”.

## **International Baccalaureate Middle Years Program Course Grading**

- In MYP courses, the following criteria are used to assess student progress, Each criterion is assessed twice a year and recorded on Schoology. Students and adults can review student progress of MYP skills by reviewing mastery scores on Schoology.

<b>Subject Area</b>	<b>Criterion A</b>	<b>Criterion B</b>	<b>Criterion C</b>	<b>Criterion D</b>
<b>Language and Literature (English)</b>	Analyzing	Organizing	Producing Text	Using Language
<b>Language Acquisition (World Language)</b>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using Language
<b>Individuals and Societies (Social Studies)</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Physical and Health Education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving on performance
<b>Design (Career and Technical Education)</b>	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
<b>MYP Projects (Personal Project)</b>	Investigating	Planning	Taking action	Reflecting
<b>Interdisciplinary</b>	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

- MYP courses use rubrics to inform students and parents/guardians of student progress on the above criteria. Student assessment grades are recorded in Schoology with an MYP score reflective of the following:

IB Criterion Score	8	7	6	5	4	3	2	1	0
Percentage equivalent when translated from IB score.	97-100	90-96	86-89	80-84	75-79	70-74	65-69	60-64	0-59

## **Policy Review, Revision and Communication**

- This policy will be reviewed and revised at least once during a 5 year cycle in rotation with other policies. A team of administrators, coordinators, educators and parents/guardians will be invited to be part of this process.
- As policies are revised they will be posted on the school website so that they are accessible to the entire school community.